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ABSTRACT

The minimal writing skills proficiency program in the Phoenix Union High School District was initiated as a result of basic competency legislation passed in 1972; in 1976, writing was added to the basic skills requirements for graduation. Writing proficiency is determined by teacher evaluation of pieces of writing using the criteria established for 20 writing objectives. The writing objectives address handwriting, capitalization, punctuation, sentences, paragraphs, spelling, grammar/usage, proofreading, notetaking, summary, observation reporting, resource reporting, essay answers, directions, multi-paragraph themes, messages, friendly letters, envelopes, blank forms, and business letters. Based on the data provided, 20 percent of the freshmen, 45 percent of the sophomores, and 73 percent of the juniors completed all writing objectives. (BW)

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Phoenix Union High School District No. 210
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PHOENIX UNION HIGH SCHOOL DISTRICT # 210

Minimal Writing Skills Proficiency
Year-End Report
1979-80

REPORT NO. 22:07:80/81:003

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PHOENIX UNION HIGH SCHOOL DISTRICT

Minimal Writing Skills Proficiency
Year-End Report
1979-80

Background

The minimal writing skills proficiency program in the Phoenix Union High School District was initiated as a result of basic competency legislation passed in 1972 which states:

> The State Board shall by June 30, 1975, in cooperation with all local school districts, develop, establish, and direct the implementation of a continuous uniform evaluation system of pupil achievements in relation to measurable performance objectives in basic subjects. The Board shall assist in the development of alternate learning procedures to help the pupils attain their individual learning expectancy levels based on intelligence factors, achievement factors and teacher evaluation. Basic subjects shall be defined for these purposes as reading, writing, and computation skills.

In 1974 the high school district joined with its 13 feeder elementary districts in developing measurable performance objectives for writing skills for students from kindergarten through high school. During 1974-75 and 1975-76 the basic writing skills program was piloted in a limited number of English classes at three schools, Alhambra, Central, and Phoenix Union.

In 1976 the Phoenix Union High School District Board of Education added writing to the basic skills requirements for graduation:

> ...students must demonstrate the ability to read at least at a ninth grade level of proficiency as established by the District; demonstrate proficiency in basic computational skills in mathematics; AND DEMONSTRATE PROFICIENCY IN BASIC WRITING SKILLS BEGINNING WITH THE GRADUATING CLASS OF 1981.

The basic writing skills program was introduced into freshman English classes in two phases because of the added cost of providing classes limited to 25 students and instructional aide help. In 1976-77 the schools beginning the program were Alhambra, Carl Hayden, Central, North, Phoenix Union, and South Mountain; in 1977-78 the balance of the District schools joined in the effort.

For further background on the Minimal Writing Skills Proficiency program, see the previous Phoenix Union High School District reports: Preliminary Report on Basic Writing Skills for 1976-77, Basic Writing Skills Proficiency Year-End Reports for 1977-78 and 1978-79, and Basic Writing Skills September 1979 Report.

How Proficiency in Writing is Determined

Testing or evaluating student performance in written communication presents special problems since it cannot be determined with objective tests such as those used in reading and mathematics. Although students can be tested on whether or not they spell words correctly or use the correct verb form, successful performance using these component skills of writing will by no means indicate that the student can write a letter or a report which communicates the intended message to the reader. Research in written composition reveals that proofreading tests or multiple choice instruments are not satisfactory indicators of student competence in the production of written language.

Therefore, writing proficiency is determined by this process:

In their English classes, students do the kinds of writing required by the purposeful writing task objectives.

Teachers read and evaluate the pieces of writing using the criteria established for both basic skills and acceptable communication.

Students must demonstrate acceptable performance on all 20 of the writing objectives in order to achieve basic writing proficiency and to meet the District graduation requirement.

Writing Skills Goals and Objectives

GOALS

I. The student demonstrates the ability to communicate personal feelings and ideas.

II. The student demonstrates the ability to communicate adequately for social purposes, business/vocational purposes, and scholastic purposes.

The writing objectives developed from these goals focus on writing that is functional, writing which reflects the need to write in response to the varied demands and obligations of society. Since these minimal writing objectives call for the development of survival skills, all students should acquire the writing skills set forth. This does not mean that students will learn only these skills, however; most will develop writing skills which go far beyond the minimums established.

BASIC WRITING SKILLS

Performance Objectives for Writing

1. HANDWRITING - The learners will maintain legibility of handwriting.

2. CAPITALIZATION - The learners will correctly capitalize first word in sentences, pronoun I, proper nouns and proper adjectives, and titles.

3. PUNCTUATION - The learners will use correctly: end punctuation; apostrophe in contractions and possessives; comma to separate words in a series, city and state, date and year, main idea in a sentence from words that introduce main idea, two complete clauses connected by and, but, or, nor; comma after greeting and closing in a friendly letter; and quotation marks beginning and ending exact words a person speaks.

4. SENTENCE CONSTRUCTION - The learners will write complete sentences without fragment and run-on errors.

5. PARAGRAPH DEVELOPMENT - The learners will write paragraphs which communicate a single unified idea supported by specific details.

6. SPELLING - The learners will spell correctly words that they use in their own writing, using the dictionary when necessary.

7. GRAMMAR AND LANGUAGE USAGE - The learners will apply standard English usage in their own writing.

8. PROOFREADING - The learners will proofread for obvious errors in spelling, punctuation, capitalization, language usage, and for clarity of meaning.

Purposeful Writing Tasks

SCHOLASTIC

The learners will write to communicate adequately for scholastic purposes.

9. Learners will take notes from oral presentations.

10. Learners will write a summary of print material.

11. Learners will write a factual report based on an observation of an actual event or a staged incident.

12. Learners will write a report based on two or more sources of print material such as books, periodicals, newspapers, or other printed matter.

13. Learners will write responses to essay exam questions.

14. Learners will write directions for getting from place-to-place or for completing a step-by-step activity or process.

15. Learners will write a theme of three or more paragraphs on a limited topic.

SOCIAL

The learners will write to communicate adequately for social purposes.

16. Learners will record accurately pertinent information from an oral message to be given to a third person.

17. Learners will write and mail a friendly letter or an informal social note.

18. Learners will address the envelope accurately for a friendly letter or a social note.

BUSINESS/VOCATIONAL

The learners will write to communicate adequately for business/vocational purposes.

19. Learners will accurately complete forms to apply for a Social Security number; apply for a driver learner's permit; change a mailing address; apply for a job; and file an employee's withholding allowance certificate.

20. Learners will write a business letter of praise or complaint about a product or service which directly affects them and address the envelope for mailing.

Description of 1979-80 Basic Writing Skills Program

FRESHMAN ENGLISH

The primary objective of the freshman English courses at all schools was to enable students to achieve proficiency in the basic writing and reading skills. In 1979-80 three different instructional plans were used to provide students opportunity to meet these requirements.

Plan	Course Structure	Schools
A	1. Full year of English and full year of reading	Most students at Carl Hayden, South Mountain and Phoenix Union
	2. Two semesters of English and full year of reading	Students reading below Stanine 3 at East, North and West
	3. Full year of English and reading for remedial students	Maryvale
	4. Full year of English with reading instruction included	A-level classes at Camelback Central, North and West
B	1. Full year of English with reading included as part of interdisciplinary instruction	Alhambra Freshman Communications, and Browne Freshman English
C	1. One semester of English and one semester of reading	Alhambra Alternative Program, Camelback, Central, East, Maryvale, North and West

SOPHOMORE ENGLISH

English 3-4 was a year-long course which integrated the study of literature with the development of oral and written communication skills. Since composition was a major focus of sophomore English, students had writing assignments which provided opportunity to complete the 20 minimal writing objectives during the course.

JUNIOR ENGLISH

Juniors at South and North were enrolled in English 5-6, a full year English course. At the other district schools juniors took one semester of composition and one semester of literature. Each program provided juniors opportunities to complete any remaining writing tasks.

Performance Results for 1979-80

This year-end report shows the progress made by the 1979-80 freshmen and sophomores in achieving writing skill proficiency. It also details the three year progress made by juniors who as the class of 1981 will be the first group of students who must meet the minimal writing requirement in order to graduate.

As can be seen from the chart below, the percent of students achieving the writing objectives varied from task to task. In the skill areas, more students achieved proficiency in handwriting and capitalization. In the task areas, addressing envelopes had the highest percent of attainment.

CHART 1

Percent of Freshmen, Sophomores and Juniors
Achieving Writing Objectives
1979-80

Writing Objectives	Percent of Freshmen	Percent of Sophomores	Percent of Juniors
Handwriting	91.4	95.1	97.6
Capitalization	76.2	88.7	95.0
Punctuation	62.2	82.7	91.3
Sentences	78.9	82.7	92.6
Paragraph	60.0	79.5	90.0
Spelling	65.3	81.1	91.3
Grammar/Usage	60.0	79.2	90.2
Proofreading	49.1	75.5	95.4
Notetaking	55.9	77.5	87.7
Summary	53.6	75.5	88.6
Observation Report	50.6	71.2	85.8
Resource Report	36.7	62.7	82.6
Essay Answer	48.3	74.4	87.8
Directions	62.4	79.8	89.6
Multi-Paragraph Theme	41.8	71.5	86.5
Message	70.7	85.0	91.3
Friendly Letter/Social Note	71.6	84.6	92.2
Envelope	75.9	88.6	93.4
Blank Forms	67.3	82.3	90.7
Business Letter	67.6	82.2	89.8

The writing objectives achieved by the fewest students were those that were the most difficult tasks, and required more complex writing skills:

Freshmen	Sophomores	Juniors
Resource Report	Resource Report	Resource Report
Multi-Paragraph Theme	Observation Report	Observation Report
Essay Answer	Multi-Paragraph Theme	Multi-Paragraph Theme
Proofreading	Essay Answer	Notetaking

Student performance for freshmen ranged widely from school to school as shown below:

CHART II

Range of Percent of Freshmen Attaining Writing Objectives
1979-80

Writing Objectives	Range of Percents	Difference
Handwriting	82.7 - 97.5	14.8
Capitalization	66.9 - 88.9	22.0
Punctuation	48.0 - 85.0	37.0
Sentences	71.0 - 91.6	20.6
Paragraph	48.8 - 82.9	34.1
Spelling	55.9 - 82.3	26.4
Grammar/Usage	50.5 - 82.9	32.4
Proofreading	29.8 - 75.8	46.0
Notetaking	34.0 - 83.9	49.9
Summary	36.7 - 82.7	46.0
Observation Report	33.7 - 83.1	49.4
Resource Report	10.1 - 78.3	68.2
Essay Answer	23.9 - 85.6	61.7
Directions	37.2 - 86.4	49.2
Multi-Paragraph Theme	25.0 - 82.0	57.0
Message	45.9 - 88.7	42.8
Friendly Letter/Social Note	45.7 - 90.0	44.3
Envelope	49.3 - 91.9	42.6
Blank Forms	42.9 - 86.8	43.9
Business Letter	46.5 - 89.4	42.9

The largest disparity occurs with the more complicated writing objectives: resource report, essay answers, multi-paragraph theme. For specific school results see Appendix I for freshmen and Appendices II and III for sophomores and juniors respectively.

A graphic portrayal of ranges for each grade are shown on graphs 1, 2, and 3. At the sophomore level widest ranges occur in proofreading, essay answer, and multi-paragraph theme. At the junior level the observation and resource reports have the widest ranges.

Appendices IV, V, VI show the total number of objectives completed at each school. The average number of objectives completed ranged by grade are as follows:

Grade	Average	Range
9th	12.5	9.8 - 17.1
10th	16.0	12.0 - 18.6
11th	18.1	15.4 - 19.1

Overall, twenty percent of the freshmen, forty-five percent of the sophomores and seventy-three percent of the juniors achieved proficiency in all twenty writing objectives. About 42% of the freshmen, 21% of the sophomores and 9% of the juniors still have serious writing deficiencies. (See Tables I, II, III)

Table IV shows that 10.8% fewer freshmen completed all basic skill objectives than the previous year.

Eight hundred and thirty-five students had no record of writing performance placed on the test history file during 1979-80. These ranged from 28 at Maryvale to 114 at South. (See Table V)

Next year, any freshman not completing at least 12 skill objectives by the end of the year will have to take Basic Writing Skills Lab as well as their regular English class. If 1980-81 freshmen perform like 1979-80 freshmen, about 42% of them will be in a basic writing skills lab in 1981-82.

Any 1980-81 senior missing more than 4 skill areas must be placed in Senior Writing Lab. According to this report, 673 1980-81 seniors will need to be put in the Senior Writing Lab. These numbers range from 30 at North to 104 at South. (See Table VI)

Conclusions

Based on the information given in the tables in this report, the following conclusions can be drawn:

1. Of the 4862 freshmen on whom individual record sheets were submitted, only 20% completed all twenty basic writing skill objectives.

2. Of the 4772 sophomores on whom the test history file was updated, 45% completed all writing objectives.

3. Of the 4494 juniors on whom the test history file was updated, 73% completed all writing objectives.

4. The average number of objectives completed was 12.5 at the freshman level and 16.0 at the sophomore level and 18.1 at the junior level with wide variances noted across the schools.

5. The percent of students completing less than twelve of the writing skill objectives were 42%, 21%, and 9% at the freshman, sophomore, and junior levels respectively.

Recommendations

1. Freshmen teachers need to make a concerted effort to have most freshmen attain at least 12 writing objectives before the end of their freshman year. This would help reduce the number of writing skills labs needed at the sophomore level.

2. An interim writing progress report for each grade level should be prepared based on end of 1st semester individual record sheet data to see what the potential writing lab enrollment for 1981-82 will be.

Table I

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
1979-80 Freshmen

School	Number and Percent Completing 1-11 Objectives		Number and Percent Completing 12-19 Objectives		Number and Percent Completing All 20 Objectives	
	#	%	#	%	#	%
Alhambra	262	42.7	244	39.8	107	17.5
Browne	258	49.1	228	43.4	39	7.4
Camelback	355	58.4	173	28.4	80	13.2
Central	71	14.8	91	19.0	317	66.2
East	109	40.1	104	38.2	59	21.7
Hayden	176	48.1	150	41.0	40	10.9
Maryvale	200	29.5	252	37.1	227	33.4
North	72	32.7	111	50.5	37	16.8
South	207	48.8	205	48.4	12	2.8
Union	88	35.6	147	59.5	12	4.9
West	206	50.4	143	35.1	59	14.5
BACE	16	76.2	5	23.8	0	0.0
Total	2020	41.5	1853	38.1	989	20.3

Table II

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
1979-80 Sophomores

School	Number and Percent Completing 1-11 Objectives		Number and Percent Completing 12-19 Objectives		Number and Percent Completing All 20 Objectives	
	#	%	#	%	#	%
Alhambra	148	21.6	173	25.3	364	53.1
Browne	159	28.5	219	39.2	180	32.3
Camelback	90	15.3	235	40.0	263	44.7
Central	32	7.4	68	15.6	335	77.0
East	41	14.1	66	22.7	184	63.2
Hayden	60	18.8	127	40.0	131	41.2
Maryvale	115	16.4	308	44.1	276	39.5
North	26	13.7	62	32.6	102	53.7
South	143	38.0	173	46.0	60	16.0
Union	77	49.3	58	37.2	21	13.5
West	75	16.5	148	32.6	231	50.9
BACE	11	50.0	11	50.0	0	0.0
Total	977	20.5	1648	34.5	2147	45.0

Table III

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
1979-80 Juniors

School	Number and Percent Completing 1-11 Objectives		Number and Percent Completing 12-19 Objectives		Number and Percent Completing All 20 Objectives	
	#	%	#	%	#	%
Alhambra	62	10.3	103	17.1	436	72.6
Browne	63	12.9	99	20.3	325	66.7
Camelback	29	4.5	123	19.2	490	76.3
Central	19	4.1	36	7.9	403	88.0
East	21	7.0	37	12.2	244	80.8
Hayden	25	9.2	65	23.8	183	67.0
Maryvale	18	2.9	58	9.5	536	87.6
North	17	7.9	39	18.1	159	74.0
South	63	20.6	122	39.9	121	39.5
Union	46	24.9	61	32.9	78	42.2
West	41	10.5	66	16.9	284	72.6
BACE	17	77.3	1	4.5	4	18.2
Total	421	9.4	810	18.0	3263	72.6

Table IV

Phoenix Union High School District

Basic Writing Skills Objectives
Progress Report
Percent of Students Passing All Skill Objectives

1979-80 Classification	June Freshman Year	June Sophomore Year	June Junior Year
	%	%	%
Juniors	33.5	55.3	72.6
Sophomores	31.1	45.0	
Freshmen	20.3		

Table V

Number of Students Not Having WST Records on the Test History File
May 1980

School	Freshmen	Sophomores	Juniors	Total
Alhambra	31	43	31	105
Browne	15	24	21	60
Camelback	30	17	8	55
Central	24	34	38	96
East	18	22	14	54
Hayden	26	22	7	55
Maryvale	5	11	12	28
North	11	15	23	49
South	44	42	28	114
Union	30	39	37	106
West	21	23	6	50
BACE	18	26	19	63
Total	273	318	244	835

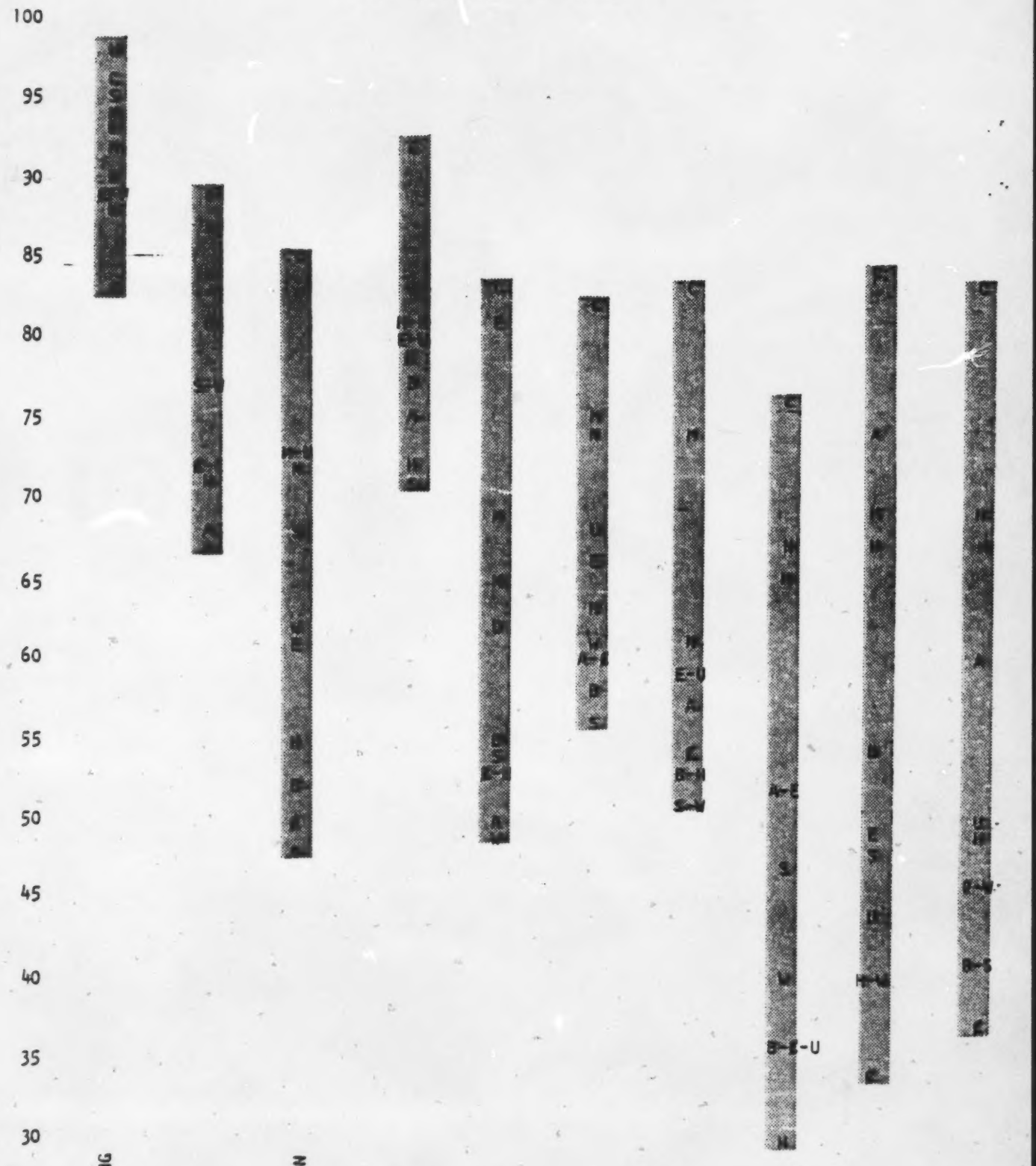
Table VI

Number of Juniors Not Passing at Least 16 Writing Objectives

96
94
56
32
35
41
36
30
104
71
61
17
673

Graph 1

PHOENIX UNION HIGH SCHOOL DISTRICT
PERFORMANCE ON BASIC WRITING SKILLS OBJECTIVES
NUMBER AND PERCENT ACHIEVING EACH SKILL AREA BY JUNE 1980
Freshmen 1979-80 by School

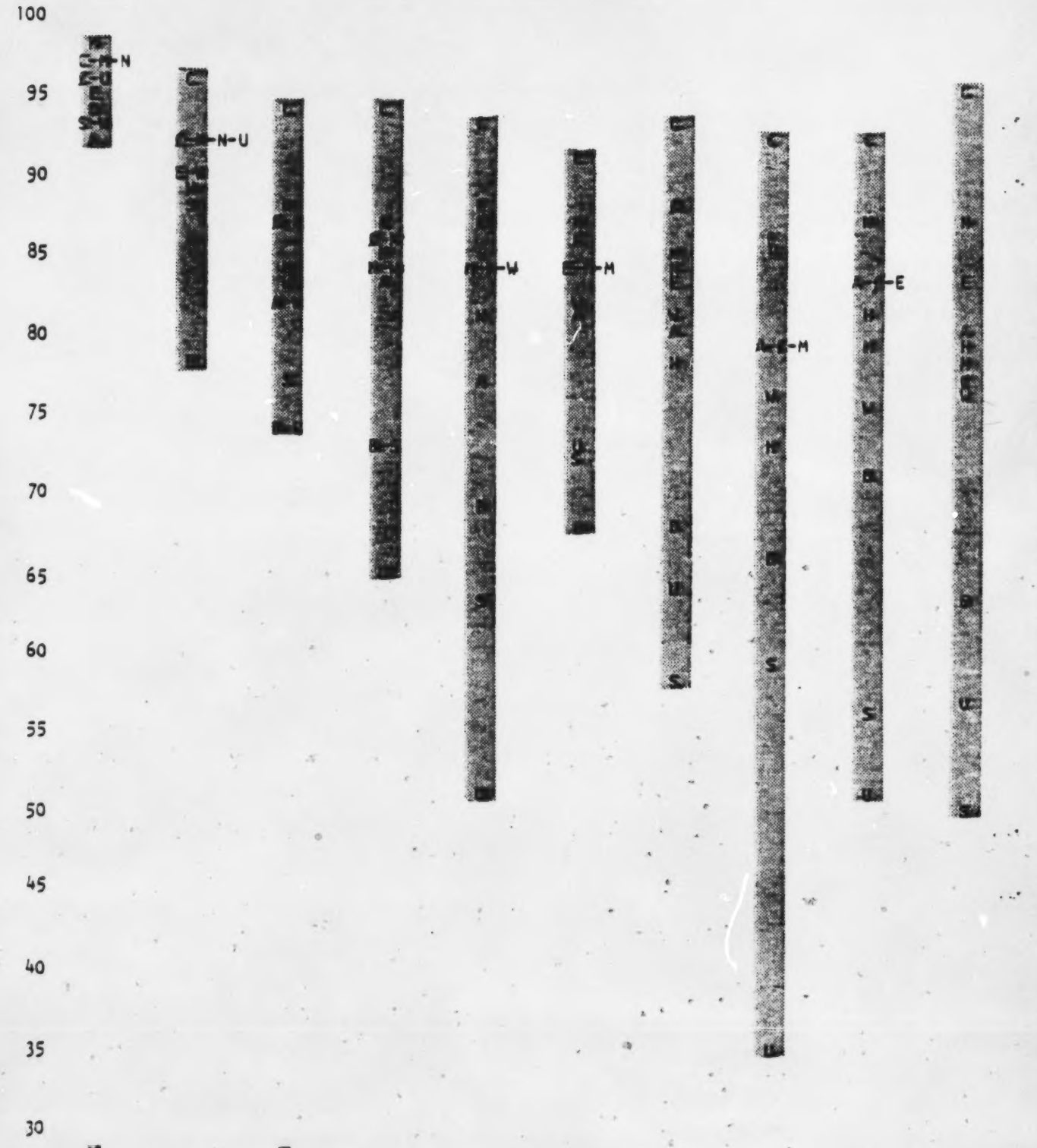


Graph 1 - continued

PHOENIX UNION HIGH SCHOOL DISTRICT
PERFORMANCE ON BASIC WRITING SKILLS OBJECTIVES
NUMBER AND PERCENT ACHIEVING EACH SKILL AREA BY JUNE 1980
Freshmen 1979-80 by School

Graph 2

PHOENIX UNION HIGH SCHOOL DISTRICT
PERFORMANCE ON BASIC WRITING SKILLS OBJECTIVES
NUMBER AND PERCENT ACHIEVING EACH SKILL AREA BY JUNE 1980
Sophomores 1979-80 by School

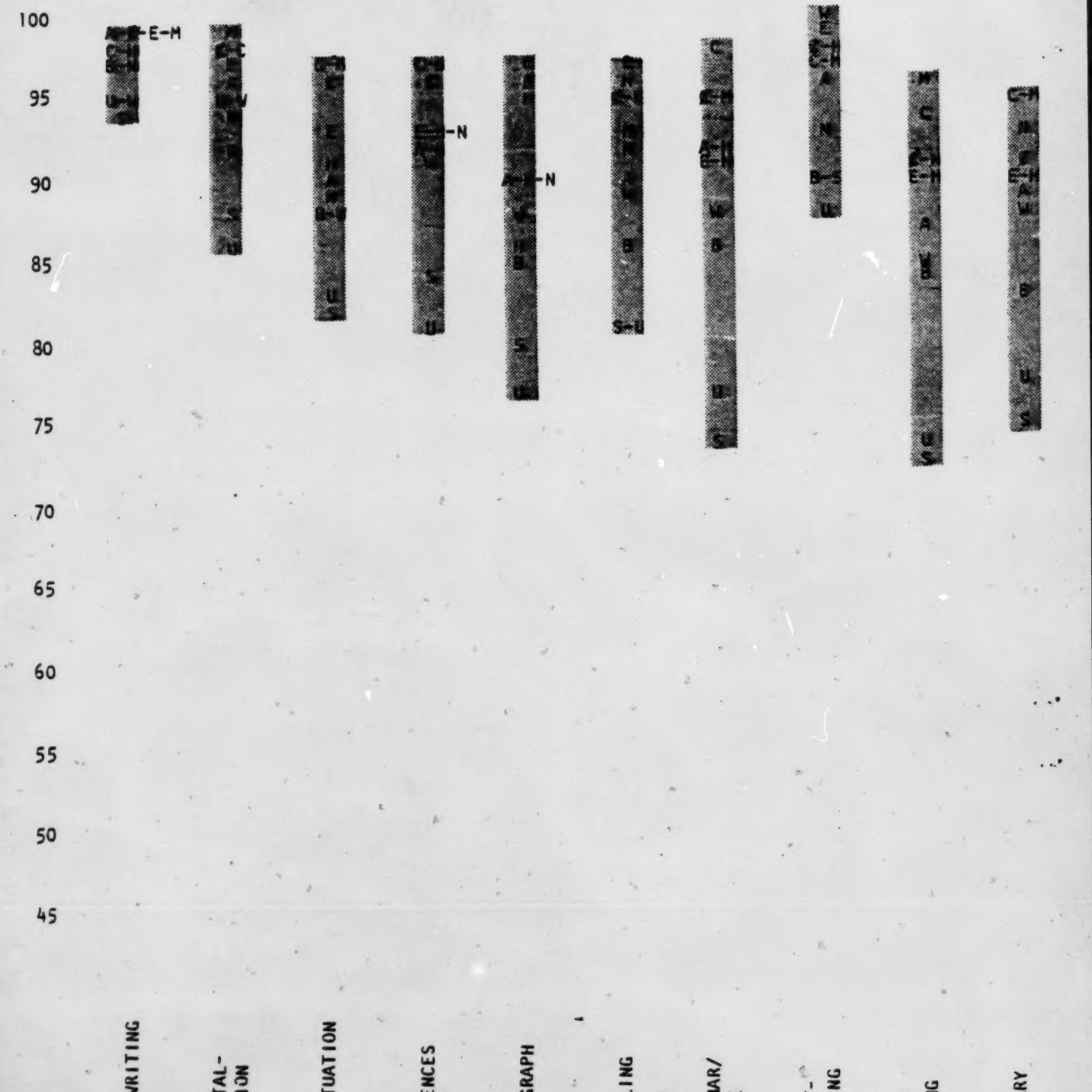


Graph 2 - continued

PHOENIX UNION HIGH SCHOOL DISTRICT
PERFORMANCE ON BASIC WRITING SKILLS OBJECTIVES
NUMBER AND PERCENT ACHIEVING EACH SKILL AREA BY JUNE 1980
Sophomores 1979-80 by School - continued

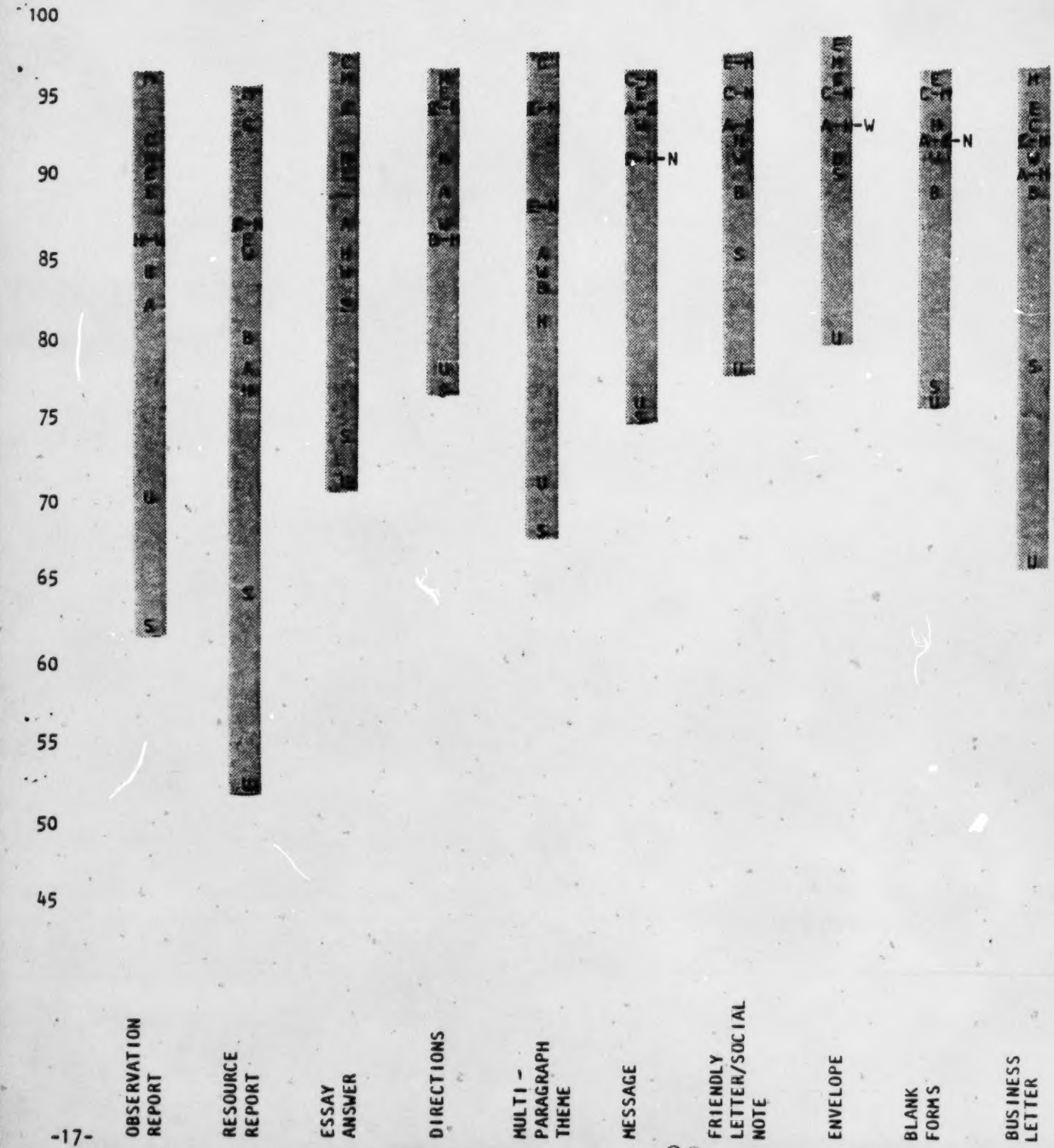
Graph 3

PHOENIX UNION HIGH SCHOOL DISTRICT
PERFORMANCE ON BASIC WRITING SKILLS OBJECTIVES
NUMBER AND PERCENT ACHIEVING EACH SKILL AREA BY JUNE 1980
Juniors 1979-80 by School



Graph 3 - continued

PHOENIX UNION HIGH SCHOOL DISTRICT
PERFORMANCE ON BASIC WRITING SKILLS OBJECTIVES
NUMBER AND PERCENT ACHIEVING EACH SKILL AREA BY JUNE 1980
Juniors 1979-80 by School - continued



Appendix 1

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Achieving Each Skill Area by June 1980
1979 - 1980 Freshmen

Schools		Handwriting	Capitalization	Punctuation	Sentences	Paragraph	Spelling	Grammar/ Usage	Proofreading	Notetaking	Summary
Alhambra (613)	#	507	419	294	458	306	367	348	318	451	370
	%	82.7	68.4	48.0	74.7	49.9	59.9	56.8	51.9	73.6	60.4
Browne (525)	#	492	351	272	403	287	302	277	191	282	216
	%	93.7	66.9	51.8	76.8	54.7	57.5	52.8	36.4	53.7	41.1
Camelback (608)	#	541	438	302	481	320	366	331	221	207	223
	%	89.0	72.0	49.7	79.1	52.6	60.2	54.4	36.3	34.0	36.7
Central (479)	#	461	426	407	439	397	394	397	363	402	396
	%	96.2	88.9	85.0	91.6	82.9	82.3	82.9	75.8	83.9	82.7
East (272)	#	246	196	166	217	219	180	161	140	134	125
	%	90.4	72.1	61.0	79.8	80.5	66.2	59.2	51.5	49.3	46.0
Hayden (366)	#	357	260	201	264	194	232	193	109	148	179
	%	97.5	71.0	54.9	72.1	53.0	63.4	52.7	29.8	40.4	48.9
Maryvale (679)	#	625	567	492	550	467	510	505	439	471	454
	%	92.0	83.5	72.5	81.0	68.8	75.1	74.4	64.7	69.4	66.9
North (220)	#	207	191	159	178	142	163	135	147	147	151
	%	94.1	86.8	72.3	80.9	64.5	74.1	61.4	66.8	66.8	68.6
South (424)	#	404	328	290	301	228	237	217	198	205	174
	%	95.3	77.4	68.4	71.0	53.8	55.9	51.2	46.7	48.3	41.0
Union (247)	#	218	199	180	204	152	169	145	88	108	123
	%	88.3	80.6	72.9	82.6	61.5	68.4	58.7	35.6	43.7	49.8
West (408)	#	363	315	252	328	199	247	206	162	161	188
	%	89.0	77.2	61.8	80.4	48.8	60.5	50.5	39.7	39.5	46.1
BACE (21)	#	21	13	10	13	6	8	3	10	2	9
	%	100.0	61.9	47.6	61.9	28.6	38.1	14.3	47.6	9.5	42.9
Total (4862)	#	4442	3703	3025	3836	2917	3175	2918	2386	2718	2608
	%	91.4	76.2	62.2	78.9	60.0	65.3	60.0	49.1	55.9	53.6

continued -

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Appendix 1- continued

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Achieving Each Skill Area by June 1980
1979 - 1980 Freshmen - continued

Schools		Observation Report	Resource Report	Essay Answer	Directons	Multi-Paragraph Theme	Message	Friendly Letter/Social Note	Envelope	Blank Forms	Business Letter
Alhambra (613)	#	305	199	347	464	257	477	468	500	432	374
	%	49.8	32.5	56.6	75.7	41.9	77.8	76.3	81.6	70.5	61.0
Browne (525)	#	177	156	170	331	194	406	388	420	361	339
	%	33.7	29.7	32.4	63.0	37.0	77.3	73.9	80.0	68.8	64.6
Camelback (608)	#	223	153	261	226	239	279	278	300	261	283
	%	36.7	25.2	42.9	37.2	39.3	45.9	45.7	49.3	42.9	46.5
Central (479)	#	398	375	410	414	394	425	431	440	416	428
	%	83.1	78.3	85.6	86.4	82.3	88.7	90.0	91.9	86.8	89.4
East (272)	#	134	120	102	125	114	167	186	193	180	181
	%	49.3	44.1	37.5	46.0	41.9	61.4	68.4	71.0	66.2	66.5
Hayden (366)	#	158	75	133	210	98	255	270	280	216	250
	%	43.2	20.5	36.3	57.4	26.8	69.7	73.8	76.5	59.0	68.3
Maryvale (679)	#	471	325	441	472	336	566	506	564	524	506
	%	69.4	47.9	64.9	69.5	49.5	83.4	74.5	83.1	77.2	74.5
North (220)	#	155	84	107	146	80	154	179	194	158	183
	%	70.5	38.2	48.6	66.4	36.4	70.0	81.4	88.2	71.8	83.2
South (424)	#	171	104	168	233	114	215	295	259	230	265
	%	40.3	24.5	39.6	55.0	26.9	50.7	69.6	61.1	54.2	62.5
Union (247)	#	117	25	59	163	101	184	196	199	179	179
	%	47.4	10.1	23.9	66.0	40.9	74.5	79.4	80.6	72.5	72.5
West (408)	#	147	166	147	232	102	306	266	325	297	289
	%	36.0	40.7	36.0	56.9	25.0	75.0	65.2	79.7	72.8	70.8
BACE (21)	#	4	-	1	17	1	2	16	16	18	10
	%	19.0	-	4.8	81.0	4.8	9.5	76.2	76.2	85.7	47.6
Total (4862)	#	2460	1782	2346	3033	2030	3436	3479	3690	3272	3287
	%	50.6	36.7	48.3	62.4	41.8	70.7	71.6	75.9	67.3	67.6

Appendix II

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Achieving Each Skill Area by June 1980
1979 - 1980 Sophomores

Schools		Handwriting	Capitalization	Punctuation	Sentences	Paragraph	Spelling	Grammar/ Usage	Proofreading	Notetaking	Summary
Alhambra (685)	#	631	586	561	568	530	557	548	542	565	551
	%	92.1	85.5	81.9	82.9	77.4	81.3	80.0	79.1	82.5	80.4
Browne (558)	#	527	434	410	408	386	380	379	369	395	350
	%	94.4	77.8	73.5	73.1	69.2	68.1	67.9	66.1	70.8	62.7
Camelback (588)	#	566	539	511	508	514	505	515	465	486	451
	%	96.3	91.7	86.9	86.4	87.4	85.9	87.6	79.1	82.7	76.7
Central (435)	#	420	418	407	409	406	397	405	399	401	415
	%	96.6	96.1	93.6	94.0	93.3	91.3	93.1	91.7	92.2	95.4
East (291)	#	277	261	253	254	255	243	242	251	240	242
	%	95.2	89.7	86.9	87.3	87.6	83.5	83.2	86.3	82.5	83.2
Hayden (318)	#	312	283	265	268	256	266	248	231	256	250
	%	98.1	89.0	83.3	84.3	80.5	83.6	78.0	72.6	80.5	78.6
Maryvale (699)	#	675	643	589	597	584	590	594	551	554	542
	%	96.6	92.0	84.3	85.4	83.5	84.4	85.0	78.8	79.3	77.5
North (190)	#	184	175	167	164	160	166	159	161	165	165
	%	96.8	92.1	87.9	86.3	84.2	87.4	83.7	84.7	86.8	86.8
South (376)	#	351	329	289	275	238	269	218	220	212	189
	%	93.4	87.5	76.9	73.1	63.3	71.5	58.0	58.5	56.4	50.3
Union (156)	#	149	143	115	101	80	114	99	55	80	89
	%	95.5	91.7	73.7	64.7	51.3	73.1	63.5	35.3	51.3	57.1
West (454)	#	424	408	372	382	383	371	367	344	340	346
	%	93.4	89.9	81.9	84.1	84.4	81.7	80.8	75.8	74.9	76.2
BACE (22)	#	22	15	9	14	3	11	7	13	6	13
	%	100.0	68.2	40.9	63.6	13.6	50.0	31.8	59.1	27.3	59.1
Total (4772)	#	4538	4234	3948	3948	3795	3869	3781	3601	3700	3603
	%	95.1	88.7	82.7	82.7	79.5	81.1	79.2	75.5	77.5	75.5

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Appendix II - continued

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Achieving Each Skill Area by June 1980
1979 - 1980 Sophomores - continued

Schools		Observation Report	Resource Report	Essay Answer	Directions	Multi-Paragraph Theme	Message	Friendly Letter/Social Note	Envelope	Blank Forms	Business Letter
Alhambra (685)	#	511	456	566	565	502	589	563	591	558	540
	%	74.6	66.6	82.6	82.5	73.3	86.0	82.2	86.3	81.5	78.8
Browne (558)	#	353	320	333	414	354	469	458	493	431	439
	%	63.3	57.3	59.7	74.2	63.4	84.1	82.1	88.4	77.2	78.7
Camelback (588)	#	438	367	513	454	457	530	485	523	479	505
	%	74.5	62.4	87.2	77.2	77.7	90.1	82.5	88.9	81.5	85.9
Central (435)	#	402	379	408	404	400	410	398	406	398	394
	%	92.4	87.1	93.8	92.9	92.0	94.3	91.5	93.3	91.5	90.6
East (291)	#	235	215	227	251	222	266	268	283	268	261
	%	80.8	73.9	78.0	86.3	76.3	91.4	92.1	97.3	92.1	89.7
Hayden (318)	#	243	171	218	264	226	268	282	283	277	272
	%	76.4	53.8	68.6	83.0	71.1	84.3	88.7	89.0	87.1	85.5
Maryvale (699)	#	512	402	525	539	533	607	588	616	566	584
	%	73.2	57.5	75.1	77.1	76.3	86.8	84.1	88.1	81.0	83.5
North (190)	#	151	148	145	151	147	167	172	179	162	163
	%	79.5	77.9	76.3	79.5	77.4	87.9	90.5	94.2	85.3	85.8
South (376)	#	143	128	198	262	175	216	292	307	263	276
	%	38.0	34.0	52.7	69.7	46.5	57.4	77.7	81.6	69.9	73.4
Union (156)	#	61	57	52	84	51	108	119	116	108	88
	%	39.1	36.5	33.3	53.8	32.7	69.2	76.3	74.4	69.2	56.4
West (454)	#	341	349	361	399	342	420	393	410	398	386
	%	75.1	76.9	79.5	87.9	75.3	92.5	86.6	90.3	87.7	85.0
BACE (22)	#	8	1	3	22	1	7	19	20	20	15
	%	36.4	4.5	13.6	100.0	4.5	31.8	86.4	90.9	90.9	68.2
Total (4772)	#	3398	2993	3549	3809	3410	4057	4037	4227	3928	3923
	%	71.2	62.7	74.4	79.8	71.5	85.0	84.6	88.6	82.3	82.2

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Appendix III

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Achieving Each Skill Area by June 1980
1979 - 1980 Juniors

Schools		Handwriting	Capitalization	Punctuation	Sentences	Paragraph	Spelling	Grammar/ Usage	Proofreading	Notetaking	Summary
Alhambra (601)	#	592	579	543	553	540	543	550	579	523	535
	%	98.5	96.3	90.3	92.0	89.9	90.3	91.5	96.3	87.0	89.0
Browne (487)	#	471	446	428	447	415	421	419	436	407	406
	%	96.7	91.6	87.9	91.8	85.2	86.4	86.0	89.5	83.6	83.4
Camelback (642)	#	636	627	616	615	619	611	612	630	586	587
	%	99.1	97.7	96.0	95.8	96.4	95.2	95.3	98.1	91.3	91.4
Central (458)	#	450	447	445	445	446	446	447	444	430	434
	%	98.3	97.6	97.2	97.2	97.4	97.4	97.6	96.9	93.9	94.8
East (302)	#	298	292	282	282	273	286	276	299	272	273
	%	98.7	96.7	93.4	93.4	90.4	94.7	91.4	99.0	90.1	90.4
Hayden (273)	#	268	260	249	254	235	255	250	267	246	245
	%	98.2	95.2	91.2	93.0	86.1	93.4	91.6	97.8	90.1	89.7
Maryvale (612)	#	605	604	594	593	584	586	584	591	585	583
	%	98.9	98.7	97.1	96.9	95.4	95.8	95.4	96.6	95.6	95.3
North (215)	#	208	203	191	199	194	198	195	199	196	199
	%	96.7	94.4	88.8	92.6	90.2	92.1	90.7	92.6	91.2	92.6
South (306)	#	288	269	250	258	244	248	227	275	222	228
	%	94.1	87.9	81.7	84.3	79.7	81.0	74.2	89.9	72.5	74.5
Union (185)	#	176	159	153	149	143	150	142	163	137	144
	%	95.1	85.9	82.7	80.5	77.3	81.1	76.8	88.1	74.1	77.8
West (391)	#	372	370	343	355	342	347	342	389	331	342
	%	95.1	94.6	87.7	90.8	87.5	88.7	87.5	99.5	84.7	87.5
BACE (22)	#	20	12	7	12	8	10	8	14	6	7
	%	90.9	54.5	31.8	54.5	36.4	45.5	36.4	63.6	27.3	31.8
Total (4494)	#	4384	4268	4101	4162	4043	4101	4052	4286	3941	3983
	%	97.6	95.0	91.3	92.6	90.0	91.3	90.2	95.4	87.7	88.6

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Appendix III - continued

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Achieving Each Skill Area by June 1980
1979 - 1980 Juniors - continued

Schools		Observation Report	Resource Report	Essay Answer	Directions	Multi-Paragraph Theme	Message	Friendly Letter/Social Note	Envelope	Blank Forms	Business Letter
Alhambra (601)	#	496	470	520	535	511	562	561	559	552	540
	%	82.5	78.2	86.5	89.0	85.0	93.5	93.3	93.0	91.8	89.9
Browne (487)	#	409	391	401	420	403	441	434	443	433	434
	%	84.0	80.3	82.3	86.2	82.8	90.6	89.1	91.0	88.9	89.1
Camelback (642)	#	577	557	601	600	606	603	599	615	590	592
	%	89.9	86.8	93.6	93.5	94.4	93.9	93.3	95.8	91.9	92.2
Central (458)	#	422	424	442	431	442	440	435	433	434	428
	%	92.1	92.6	96.5	94.1	96.5	96.1	95.0	94.5	94.8	93.4
East (302)	#	269	261	272	286	266	288	294	296	290	285
	%	89.1	86.4	90.1	94.7	88.1	95.4	97.4	98.0	96.0	94.4
Hayden (273)	#	234	210	232	236	221	249	252	254	253	246
	%	85.7	76.9	85.0	86.4	81.0	91.2	92.3	93.0	92.7	90.1
Maryvale (612)	#	588	579	590	586	578	585	594	593	584	588
	%	96.1	94.6	96.4	95.8	94.4	95.6	97.1	96.9	95.4	96.1
North (215)	#	195	188	196	196	190	195	204	205	197	197
	%	90.7	87.4	91.2	91.2	88.4	90.7	94.9	95.3	91.6	91.6
South (306)	#	191	196	226	234	208	228	259	276	234	237
	%	62.4	64.1	73.9	76.5	68.0	74.5	84.6	90.2	76.5	77.5
Union (185)	#	130	96	131	144	131	140	145	147	140	122
	%	70.3	51.9	70.8	77.8	70.8	75.7	78.4	79.5	75.7	65.9
West (391)	#	335	334	330	341	328	364	354	364	357	355
	%	85.7	85.4	84.4	87.2	83.9	93.1	90.5	93.1	91.3	90.8
BACE (22)	#	9	5	6	16	5	7	12	14	14	11
	%	40.9	22.7	27.3	72.7	22.7	31.8	54.5	63.6	63.6	50.0
Total (4494)	#	3855	3711	3947	4025	3889	4102	4143	4199	4078	4035
	%	85.8	82.6	87.8	89.6	86.5	91.3	92.2	93.4	90.7	89.8

Appendix IV

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Completing a Certain Number of Objectives as of June 1980
1979 - 1980 Freshmen

Number of Objectives		Alhambra	Browne Camelback	Central	East	Hayden Maryvale	North	South	Union	West	BACE	District
20	#	107	39 80	317	59	40 227	37	11	12	59	-	989
	%	17.5	7.4 13.2	66.2	21.7	10.9 33.4	16.8	1.8	4.9	14.5	-	20.3
19	#	36	33 44	16	9	18 42	12	12	30	14	-	266
	%	5.9	6.3 7.2	3.3	3.3	4.9 6.2	5.5	2.8	12.1	3.4	-	5.5
18	#	38	27 38	9	13	17 66	24	26	10	16	-	284
	%	6.2	5.1 6.3	1.9	4.8	4.6 9.7	10.9	6.1	4.0	3.9	-	5.8
17	#	35	34 26	12	13	19 34	22	25	23	17	-	260
	%	5.7	6.5 4.3	2.5	4.8	5.2 5.0	10.0	5.9	9.3	4.2	-	5.3
16	#	36	30 20	9	9	14 24	24	25	11	13	1	216
	%	5.9	5.7 3.3	1.9	3.3	3.8 3.5	10.9	5.9	4.5	3.2	4.8	4.4
15	#	30	33 15	13	12	20 25	11	19	22	18	2	220
	%	4.9	6.3 2.5	2.7	4.4	5.5 3.7	5.0	4.5	8.9	4.4	9.5	4.5
14	#	21	24 10	14	8	20 21	8	25	14	29	-	194
	%	3.4	4.6 1.6	2.9	2.9	5.5 3.1	3.6	5.9	5.7	7.1	-	4.0
13	#	27	25 10	9	17	19 21	5	38	15	13	1	200
	%	4.4	4.8 1.6	1.9	6.3	5.2 3.1	2.3	9.0	6.1	3.2	4.8	4.1
12	#	21	22 10	9	23	23 19	5	35	22	23	1	213
	%	3.4	4.2 1.6	1.9	8.5	6.3 2.8	2.3	8.3	8.9	5.6	4.8	4.4
11	#	25	19 9	10	8	15 16	6	24	8	26	3	169
	%	4.1	3.6 1.5	2.1	2.9	4.1 2.4	2.7	5.7	3.2	6.4	14.3	3.5
10	#	26	28 9	8	11	19 22	12	19	11	25	2	192
	%	4.2	5.3 1.5	1.7	4.0	5.2 3.2	5.5	4.5	4.5	6.1	9.5	3.9

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Appendix IV - continued

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Completing a Certain Number of Objectives as of June 1980
1979 - 1980 Freshmen - continued

Number of Objectives		Alhambra	Camelback	Central	East	Hayden	Maryvale	North	South	Union	West	BACE	District
9	#	39	22	11	7	6	11	12	8	23	4	15	1	159
	%	6.4	4.2	1.8	1.5	2.2	3.0	1.8	3.6	5.4	1.6	3.7	4.8	3.3
8	#	20	26	8	2	6	13	13	6	20	7	22	-	143
	%	3.3	5.0	1.3	.4	2.2	3.6	1.9	2.7	4.7	2.8	5.4	-	2.9
7	#	19	34	26	8	8	18	16	11	21	8	26	2	197
	%	3.1	6.5	4.3	1.7	2.9	4.9	2.4	5.0	5.0	3.2	6.4	9.5	4.1
6	#	23	36	35	6	5	7	17	7	15	3	13	3	170
	%	3.8	6.9	5.8	1.3	1.8	1.9	2.5	3.2	3.5	1.2	3.2	14.3	3.5
5	#	20	20	39	8	11	17	18	5	25	5	13	-	181
	%	3.3	3.8	6.4	1.7	4.0	4.6	2.7	2.3	5.9	2.0	3.2	-	3.7
4	#	26	26	51	3	5	21	22	6	13	1	22	2	198
	%	4.2	5.0	8.4	.6	1.8	5.7	3.2	2.7	3.1	.4	5.4	9.5	4.1
3	#	17	14	47	4	12	12	25	6	17	10	13	1	178
	%	2.8	2.7	7.7	.8	4.4	3.3	3.7	2.7	4.0	4.0	3.2	4.8	3.7
2	#	21	17	59	7	20	16	24	3	12	3	20	2	204
	%	3.4	3.2	9.7	1.5	7.4	4.4	3.5	1.4	2.8	1.2	4.9	9.5	4.2
1	#	21	15	34	4	10	21	10	2	16	17	7	-	157
	%	3.4	2.9	5.6	.8	3.7	5.7	1.5	.9	3.8	6.9	1.7	-	3.2
0	#	5	1	27	4	7	6	5	-	2	11	4	-	72
	%	.8	.2	4.4	.8	2.6	1.6	.7	-	.5	4.5	1.0	-	1.5
Total		613	525	608	479	272	366	679	220	424	247	408	21	4862
Mean Number of Skill Areas Passed '79/80		12.5	11.5	9.8	17.1	12.1	11.2	14.4	14.0	10.9	12.1	11.5	8.6	12.5

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Appendix V

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Completing a Certain Number of Objectives as of June 1980
1979 - 1980 Sophomores

Number of Objectives		Alhambra	Browne Camelback	Central	East	Hayden	Maryvale	North	South	Union	West	BACE	District
20	#	364	180	263	335	184	131	276	102	60	21	231	-	2147
	%	53.1	32.3	44.7	77.0	63.2	41.2	39.5	53.7	16.0	13.5	50.9	-	45.0
19	#	39	54	63	17	14	42	76	17	27	2	27	-	378
	%	5.7	9.7	10.7	3.9	4.8	13.2	10.9	8.9	7.2	1.3	5.9	-	7.9
18	#	30	29	48	15	10	19	54	9	20	6	39	-	279
	%	4.4	5.2	8.2	3.4	3.4	6.0	7.7	4.7	5.3	3.8	8.6	-	5.8
17	#	28	24	25	9	18	11	49	9	19	7	17	2	218
	%	4.1	4.3	4.3	2.1	6.2	3.5	7.0	4.7	5.1	4.5	3.7	9.1	4.6
16	#	16	22	29	6	8	15	37	8	15	9	18	2	185
	%	2.3	3.9	4.9	1.4	2.7	4.7	5.3	4.2	4.0	5.8	4.0	9.1	3.9
15	#	18	24	18	4	4	8	20	5	18	6	12	-	137
	%	2.6	4.3	3.1	.9	1.4	2.5	2.9	2.6	4.8	3.8	2.6	-	2.9
14	#	17	20	23	7	3	16	25	8	16	7	14	1	157
	%	2.5	3.6	3.9	1.6	1.0	5.0	3.6	4.2	4.3	4.5	3.1	4.5	3.3
13	#	13	17	17	6	6	7	27	4	32	7	10	3	149
	%	1.9	3.0	2.9	1.4	2.1	2.2	3.9	2.1	8.5	4.5	2.2	13.6	3.1
12	#	12	29	12	4	3	9	20	2	26	14	11	3	145
	%	1.8	5.2	2.0	.9	1.0	2.8	2.9	1.1	6.9	9.0	2.4	13.6	3.0
11	#	15	17	14	8	3	9	15	4	19	15	13	1	133
	%	2.2	3.0	2.4	1.8	1.0	2.8	2.1	2.1	5.1	9.6	2.9	4.5	2.8
10	#	16	16	11	2	6	5	16	2	21	11	6	1	113
	%	2.3	2.9	1.9	.5	2.1	1.6	2.3	1.1	5.6	7.1	1.3	4.5	2.4

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Appendix V - continued

Phoenix Union High School District

Performance on Basic Writing Skills Objective
Number and Percent Completing a Certain Number of Objectives as of June 1980
1979 - 1980 Sophomores - continued

Number of Objectives		Alhambra	Browne Camelback	Central	East	Hayden Maryvale	North	South	Union	West	BACE	District
9	#	15	16	13	5	3	13	14	5	14	15	9	2	124
	%	2.2	2.9	2.2	1.1	1.0	4.1	2.0	2.6	3.7	9.6	2.0	9.1	2.6
8	#	17	9	10	6	-	2	16	4	11	6	6	-	87
	%	2.5	1.6	1.7	1.4	-	.6	2.3	2.1	2.9	3.8	1.3	-	1.8
7	#	17	15	8	3	3	8	6	3	19	7	7	2	98
	%	2.5	2.7	1.4	.7	1.0	2.5	.9	1.6	5.1	4.5	1.5	9.1	2.1
6	#	15	15	5	1	5	3	9	-	13	4	7	1	78
	%	2.2	2.7	.9	.2	1.7	.9	1.3	-	3.5	2.6	1.5	4.5	1.6
5	#	8	21	8	2	4	-	5	2	8	6	-	1	65
	%	1.2	3.8	1.4	.5	1.4	-	.7	1.1	2.1	3.8	-	4.5	1.4
4	#	11	8	6	1	6	6	10	-	17	2	7	1	75
	%	1.6	1.4	1.0	.2	2.1	1.9	1.4	-	4.5	1.3	1.5	4.5	1.6
3	#	17	19	5	1	4	5	7	1	7	6	4	2	78
	%	2.5	3.4	.9	.2	1.4	1.6	1.0	.5	1.9	3.8	.9	9.1	1.6
2	#	9	10	8	2	4	5	11	2	5	2	7	-	65
	%	1.3	1.8	1.4	.5	1.4	1.6	1.6	1.1	1.3	1.3	1.5	-	1.4
1	#	8	13	2	1	3	4	6	3	9	2	9	-	60
	%	1.2	2.3	.3	.2	1.0	1.3	.9	1.6	2.4	1.3	2.0	-	1.3
0	#	-	-	-	-	-	-	-	-	-	1	-	-	1
	%	-	-	-	-	-	-	-	-	-	.6	-	-	.02
Total		685	558	588	435	291	318	699	190	376	156	454	22	4772
Mean Number of Skill Areas Passed '79/80		16.2	14.5	16.7	18.6	17.2	16.2	16.3	17.1	12.9	12.0	16.6	10.4	16.0

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Appendix VI

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Completing a Certain Number of Objectives as of June 1980
1979 - 1980 Juniors

Number of Objectives		Alhambra	Browne Camelback	Central	East	Hayden Maryvale	North	South	Union	West	Bace	District
20	#	436	325	490	403	244	183	536	159	121	78	284	4	3263
	%	72.5	66.7	76.3	88.0	80.8	67.0	87.6	74.0	39.5	42.2	72.6	18.2	72.6
19	#	21	30	36	9	3	17	12	11	20	11	16	1	187
	%	3.5	6.2	5.6	2.0	1.0	6.2	2.0	5.1	6.5	5.9	4.1	4.5	4.2
18	#	21	13	26	5	4	14	9	8	22	8	16	-	146
	%	3.5	2.7	4.0	1.1	1.3	5.1	1.5	3.7	7.2	4.3	4.1	-	3.2
17	#	16	11	17	5	12	15	13	4	16	7	7	-	123
	%	2.7	2.3	2.6	1.1	4.0	5.5	2.1	1.9	5.2	3.8	1.8	-	2.7
16	#	11	14	17	4	4	3	6	3	23	10	7	-	102
	%	1.8	2.9	2.6	.9	1.3	1.1	1.0	1.4	7.5	5.4	1.8	-	2.3
15	#	2	11	7	2	5	3	9	7	9	6	4	-	65
	%	.3	2.3	1.1	.4	1.7	1.1	1.5	3.3	2.9	3.2	1.0	-	1.4
14	#	12	7	7	5	1	4	2	3	14	7	8	-	70
	%	2.0	1.4	1.1	1.1	.3	1.5	.3	1.4	4.6	3.8	2.0	-	1.6
13	#	9	6	6	1	5	3	4	3	7	10	2	-	56
	%	1.5	1.2	.9	.2	1.7	1.1	.7	1.4	2.3	5.4	.5	-	1.2
12	#	11	7	7	5	3	6	3	-	11	2	6	-	61
	%	1.8	1.4	1.1	1.1	1.0	2.2	.5	-	3.6	1.1	1.5	-	1.4
11	#	5	4	2	5	6	4	3	1	6	7	4	1	48
	%	.8	.8	.3	1.1	2.0	1.5	.5	.5	2.0	3.8	1.0	4.5	1.1
10	#	11	7	2	-	4	4	-	3	9	8	3	3	54
	%	1.8	1.4	.3	-	1.3	1.5	-	1.4	2.9	4.3	.8	13.6	1.2

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Appendix VI - continued

Phoenix Union High School District

Performance on Basic Writing Skills Objectives
Number and Percent Completing a Certain Number of Objectives as of June 1980
1979 - 1980 Juniors - continued

Number of Objectives		Alhambra	Browne Camelback	Central	East	Hayden Maryvale	North	South	Union West	BACE	District
9	#	8	9	6	-	3	2	-	1	9	3	5	2	48
	%	1.3	1.8	.9	-	1.0	.7	-	.5	2.9	1.6	1.3	9.1	1.1
8	#	11	5	4	4	1	1	1	3	9	5	-	-	44
	%	1.8	1.0	.6	.9	.3	.4	.2	1.4	2.9	2.7	-	-	1.0
7	#	7	4	7	1	1	2	3	1	3	3	3	3	38
	%	1.2	.8	1.1	.2	.3	.7	.5	.5	1.0	1.6	.8	13.6	.8
6	#	5	3	1	1	1	2	1	-	4	2	5	-	25
	%	.8	.6	.2	.2	.3	.7	.2	-	1.3	1.1	1.3	-	.6
5	#	3	5	-	2	2	1	-	2	4	4	5	3	31
	%	.5	1.0	-	.4	.7	.4	-	.9	1.3	2.2	1.3	13.6	.7
4	#	4	5	2	-	2	2	3	4	3	1	2	-	28
	%	.7	1.0	.3	-	.7	.7	.5	1.9	1.0	.5	.5	-	.6
3	#	4	7	2	1	-	4	4	-	2	5	1	-	30
	%	.7	1.4	.3	.2	-	1.5	.7	-	.7	2.7	.3	-	.7
2	#	-	5	1	4	-	2	1	1	4	4	3	4	29
	%	-	1.0	.2	.9	-	.7	.2	.5	1.3	2.2	.8	18.2	.6
1	#	4	8	2	1	1	1	2	1	8	4	10	1	43
	%	.7	1.6	.3	.2	.3	.4	.3	.5	2.6	2.2	2.6	4.5	1.0
0	#	-	1	-	-	-	-	-	-	2	-	-	-	3
	%	-	.2	-	-	-	-	-	-	.7	-	-	-	.1
Total		601	487	642	458	302	273	612	215	306	185	391	22	4494
Mean Number of Skill Areas Passed '79/80		18.0	17.5	18.8	19.1	18.7	18.0	19.2	18.3	15.7	15.4	17.9	9.2	18.1

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